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ABSTRACT

Adaptable as a planning and analysis tool for any educational unit which desires to assess resources and needs for reading/literacy instruction, this needs assessment has been designed with three basic sections: summary of present programs; projections and priorities for new programs; and a summary of reading needs. The assessment procedure is broken down into the following 12 categories: location/physical plant/equipment; number of students; hours spent per week on reading; organization; basic approach; techniques or methodology; student grouping; evaluation; flexibility or adaptability of program; program alternatives; supplies/consumables; media equipment; staff teacher resources. (LL)

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A READING NEEDS ASSESSMENT HANDBOOK FOR CORRECTIONAL EDUCATORS

Assembled by

THE CLEARINGHOUSE FOR
OFFENDER LITERACY PROGRAMS

A Joint Project of

American Bar Association
Commission on Correctional Facilities and Services

American Correctional Association

National Association for Public Continuing and Adult Education

Washington, D.C. May 1974

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May 29, 1974

TO : Correctional Educators, Administrators and all Others Concerned with Literacy Skills of Adult and Juvenile Offenders

On behalf of the cosponsors of the Clearinghouse for Offender Literacy Programs, I am pleased to commend your attention to this new tool for planning better reading programs in our correctional institutions. Together with other publications and handbooks of the Clearinghouse for Offender Literacy Programs, the Reading Needs Assessment Handbook promises yet another contribution in a sadly neglected area that has kept too many offenders from the basic skills they need to function effectively in a literate, complex society.

We are well aware that this assessment handbook can be applied not only to correctional education units but to adult basic education and reading improvement programs in all contexts -- regular school system, remedial programs in disadvantaged communities, etc. To that extent, we welcome such utilization and are all the more gratified that the handbook's availability is the direct product of our special efforts in the field of offender rehabilitation and correctional reform.

Sincerely,

RICHARD J. HUGHES, Chairman
Commission on Correctional Facilities and Services

RJH:pk

READING NEEDS ASSESSMENT FOR CORRECTIONAL EDUCATORS

Introduction

One of the most difficult challenges with which educators are faced is the task of developing an appropriate reading program for adults or young adults who long ago rejected reading as presented in schools. This group of persons, disenchanted with traditional approaches to learning, will not voluntarily subject themselves to yet another situation which is somewhat competitive and threatens to expose their lack of knowledge and/or skill. This problem is particularly acute for the correctional educator who must work with institutionalized offenders, whether adult or juvenile. It is hard to imagine a student group with stronger feelings and more difficult "hangups" around this issue.

An additional problem is that of getting an adult to face the fact that he cannot read. In a literate society where so much value is placed on this basic skill, to admit that one cannot cope with the printed word inevitably threatens loss of status and self-concept.

In spite of all of the difficulties, there are programs which have been successful. Although there is no "sure-fire" program for all individuals, there are some general principles and desirable elements which seem to come through persistently. These include:

1) A situation which demands or, at least, encourages a learner to to work alone seems to be more successful than a "whole class" approach.

2) Programmed instruction (which meets the first criterion) has been successful in many locations.

3) The ability to relate positively to another adult in the learning context is a powerful motivating force.

4) The use of small groups interaction is highly desirable when attempting to achieve learning objectives of a higher order* such as application, analysis, synthesis and evaluation. These skills are necessary when considering reading comprehension and application.

5) Tutoring, when the tutor is properly trained and has appropriate materials, is becoming more prevalent and has proven its effectiveness.

6) The use of new technological aids insures a consistent presentation and, among other things, is especially helpful with sequenced drill.

*See Bloom, Benjamin, editor, "Toxonomy of Educational Objectives", Handbook I, The Cognitive Domain, Longmans, Grenn & Co., New York, 1960, pp. 207.

7) Materials interesting to the adult learner are becoming available in greater numbers.

8) Assessment devices which permit a teacher to diagnose a specific deficiency are now becoming available.

9) Technical assistance and staff development programs are available and should be tailored to specific situations and constraints.

There have been a few attempts to "put it all together" into a systems approach to reading. In essence, the systems design allows for (a) diagnosis, usually by a specialist, (b) prescription of specific reading activities as a result of the diagnostic procedure, (c) a learning experience which can be tailored, within limits, to the individual's learning style and deficiencies, (d) a post-assessment to determine whether or not the skill was internalized and (e) moving on to a new skill or recycling, perhaps with different materials.

This approach usually redefines the role of the teacher and demands skills of a managerial nature rather than those of traditional instruction. Such a change is necessary and staff development activities are recommended for its accomplishment. This, of course, does not negate the value of the teacher per se; instead it gives impetus to the idea that teachers need to utilize different skills than they now employ. It presumes, rather, that most students need a number of different kinds of encounters, including experience with programmed materials, small group interaction and independent reading activities.

The systems approach, although not new, has remained relatively undeveloped until recently. For further information on the subject, contact is suggested with the Clearinghouse for Offender Literacy Programs at 1705 DeSales Street, N. W., Washington, D. C. 20036 [phone (202) 223-5686]. The Clearinghouse is a special program supported by the U. S. Office of Education which serves educators and learners in correctional systems and institutions. One item which may be particularly helpful when completing this needs assessment handbook is the Clearinghouse publication "A Reading Program Resource Manual for Adult Basic Education" (January 1974, 200 pp.).

John E. Helfrich, Ed. D.
Director, Clearinghouse
for Offender Literacy
Programs

May 1974

NEEDS ASSESSMENT

This needs assessment has been designed with three basic sections. They are:

1) Summary of Present Programs
2) Projections and Priorities for new Programs
3) A Summary of Reading Needs.

The main purpose of this procedure is to systematize planning procedures in the area of reading. It will provide a concise picture of where you are, where you want to go, when it will be accomplished and how much it will cost. The procedure will also force the correctional educator to look at all aspects of a reading program and consider more than just acquisition of new tests or a new basal program.

In the priority arena, it is important to set priorities which will result in the establishment of program improvements on a time-phased basis. If completed carefully, this document should help accomplish that objective.

One word of caution. This handbook is adaptable as a planning and analysis tool for any educational unit which desires to assess resources and needs for reading/literacy instruction. The correctional educator who deals with a small offender population and extremely limited resources (one instructor, one classroom, an annual student group well under 100) may feel that the handbook's structure and forms are better suited to large schools or institution. Nevertheless, considerable benefit can be derived from using the information, even if the charts require few and modest entries for his or her particular facility.

For too long, small basic instruction units and their administrator/teachers have been denied access to the planning and analysis tools increasingly leaned upon by larger agencies and school complexes. Correctional educators who deal with any sized facility are urged to give the assessment a "try". They cannot help but clarify needs, thinking alternatives, insights and "real world" constraints that must be dealt with if they are to achieve their reading program objectives. This is true even if the ultimate conclusion is that their institution is too small to maintain a viable "in-house" reading program unless through contract or "purchase of service" arrangements with nearby school systems or community "Right to Read" programs. The Clearinghouse for Offender Literacy Programs welcomes inquiries concerning the application of the assessment to the most modest-sized ABE program.

I.

Location of Program - Physical Plant - Equipment

The intent of this section is to give you the opportunity to look over your facilities in terms of their relationship to your program objectives. The overall rating will be either satisfactory (S) or unsatisfactory (U), but you may wish to list specific points under each category. This will give you an inventory of needs for planning purposes. You may wish to list room by room. Develop a pattern which will permit analysis when considering improving your situation.

PRESENT FACILITY CHARACTERISTICS			
Location or Description	S	U	Reason
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Summary Rating: _____Satisfactory _____Unsatisfactory

(1)

Location of Program - Physical Plant - Equipment

Needs

List space requirements, etc. which are not presently available. Assign priority if new space would be desirable and add cost estimate.

A.

Room Space	Estimated Cost	Year[1]	Priority[2]
1)			
2)			
3)			
4)			
5)			

B.

Equipment[3]	Estimated Cost	Year	Priority
1)			
2)			
3)			
4)			
5)			

---

1. "Year" refers to the year in which you project completion or attainment of items under consideration. This permits long range planning of programs.
2. "Priority" - Use "1" for top priority and "3" for lowest. This, when used in conjunction with year, will provide a system for developing budgets or making budget cuts.
3. "Equipment"- Furniture, study carrells, desks, tables, chairs, bookcases, etc.

II.

Number of Students

To estimate the potential need for ABE reading in your situation it is necessary to know the extent of the disabled readers in your institution. If there are reading test scores available for each student, determine the total which fall below the 6th grade. First, determine the number of student's presently enrolled in ABE reading programs. Divide the smaller number (the enrolled ABE students) by the larger (the total disabled reading population) to find the percentage of students you are reaching.

(1) _____ total number of inmates in institution who read below 6th grade level

(2) _____ total number of inmates enrolled in ABE

(3) _____ (2) divided by (1) equals the percentage of students which need basic reading help who are actually being served

(4) _____ 100 percent minus (3) equals the percentage of students which would qualify for ABE instruction.

II.(a)

Number of Students

This should reflect your present ability to reach those students who have a need but are not presently enrolled.

Possible Enrollment

_____ Present Number of ABE Students Enrolled in Reading

_____ Potential Number of ABE Students Enrolled in Reading

Increase Desired	Year	Priority
1)		
2)		
3)		
4)		

Note: Need for budget commitment to cover increase. Staff, materials, space, etc. must be considered and entered in appropriate sections.

III.

Hours Spent Per Week on Reading

_____ number of hours per week of available reading instruction for ABE students - by class (or student hours per week).

Note Variations or Irregularities:

_____

_____

_____

_____

_____

III. (a)

Hours Spent Per Week on Reading

Need

In order to accomplish the program objectives more time is needed with students.

_____ Present Number of Hours per Week Available for Each Class or Student

_____ Desired Number of Hours per Week for Each Class or Student

_____ Additional Hours Needed (Will this increase staff?)

Increase in Hours	Year	Priority

Don't forget to figure the number of new classes times the increased hours to find staff and space needs.

IV.

Organization

In many instances severe reading problems such as those encountered in adults who have not learned to read require the services of specialized professionals. It behooves any organization to look at itself and assess its personnel in terms of strengths and weaknesses. This assessment is rather gross and is not focused on subskills. In a later section, more specific skills of the staff are assessed.

_____no. of individual teachers teaching many subjects

_____no of reading specialists (responsible for more than one class)

_____no. of teaching teams

_____no. of inmate tutors

_____no. of outside tutors

_____Other (e.g., aides, etc.)

IV.(a)

Organization

Professional Needs

List below those categories of teachers or patterns such as team teaching which are needed to strengthen the staff.

Category	No. Needed	Year	Priority	Annual Cost (if any)
1)				
2)				
3)				
4)				
5)				

Paraprofessional Needs

List below those categories of paraprofessionals which would tend to improve your program, e.g., aides, tutors, volunteers.

Category	No. Needed	Year	Priority	Annual Cost (if any)
1)				
2)				
3)				
4)				
5)				

V.

Basic Approach

Any reading program which is geared to meet individual differences will offer alternative approaches. Listed below is a spectrum of reading approaches. Check the ones which you have available

1)_____Meaning Emphasis

Meaning emphasis is an approach to reading instruction used most often in the basal reading series. The principles upon which this approach is based include: a) reading should be defined broadly to include word recognition, comprehension and interpretation, appreciation, and application of what is read to other studies; b) the student should start by reading whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed during the entire program.

2)_____Code Emphasis

Code emphasis is broken into two sub-categories: phonics and whole word. Phonics and the whole word approach differ only in the sequence in which letter sounds and blends are introduced. In the phonics approach the student learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the student develops a sight vocabulary before letter sounds and blends are introduced.

3)_____Linguistics Approach

Reading is studied in relation to language by means of structural linguistics The first task for reading instruction is to give pupils a conscious knowledge of the language patterns they have mastered at the unconsious operational level. They are taught to read with main emphasis on larger patterns than words. The approach stresses moving, as needed, from larger to smaller wholes.

4)_____Modified Alphabet

The modified alphabet contains all of the conventional letters except Q and X. Additional characters were devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. After students have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading.

5)_____Responsive Environment

A responsive environment approach is: a) a type of classroom organization where the teacher provides a variety of suitable experiences and materials in a relatively unstructured setting and the student may select what he wishes to pursue or b) computer-based reading environment in which the response is controlled by programming.

6) _____ Programmed Learning

Programmed instruction is based on materials to be learned which are presented in small steps. Some programmed materials use a simple ordered sequence with the student working from the first through the last item. Another method, branching, allows the student to follow a route through the materials based on needs.

7) _____ Individualized Reading Approach

Individualized instruction entails one of two possible approaches: (1) Individual reading of a variety of reading materials is the core of the method; each student selects a book to be read and gets help only when needed. The teacher works with each student to check progress and give assistance. (2) A structured situation in which students are given specific programmed materials to meet their needs.

8) _____ Language Experience

Individuals learn to read as they learned to talk from a desire to find out or tell something. For example, after individuals have had an experience, they discuss it. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These then become the "texts for reading instruction.

9) _____ Eclectic - Or Your Own Mix

The eclectic approach combines different materials according to the teacher's perception of student needs. Whatever combination of materials is selected, the approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals.

V. (a)

Basic Approaches

List below those approaches which you would like to incorporate into your program alternatives. Once identified look up prototype program in Reading Resource Manual, a Clearinghouse publication, and determine approximate costs.

	Program Type	Year	Priority	Prototype	Cost
(Example)	1) Modified Alphabet	'74	1	i/t/a	$ x No. of Students
	2)				
	3)				
	4)				
	5)				

VI.

Techniques or Methodology

As there are many ways to teach a person to read, it is desirable to have an inventory of those available to staff. Once the inventory is amassed it becomes a list of resources which can be called upon to meet individual needs. It also will enable an agency to set priorities in terms of new program or technique acquisition.

1)_____Machine Based

Instruction dependent upon machines which may include any machine operating on single card inputs; rear screen projection units with filmstrips, record, or cassette; or computer assisted instruction which requires computer terminals in the classroom backed by memory and processing systems.

2)_____Other Programmed (See Section V for definition)

3)_____Interactive Media

Interactive mediated materials are a new application of techniques of programmed instruction and media devices all being used within a single lesson. After a certain amount of instruction has been provided the student responds in writing on a worksheet. The system then confirms the correct response and goes on with instruction.

4)_____Gaming/Simulation

Gaming/simulation is a technique in which students simulate the "real world". Students must acquire skills or gather information in order to play the game, and thereby learn both to collect and use information.

5)_____Contracts

A written agreement between teacher and student in which the student agrees to reach a certain level of reading skill for which the teacher promises an award. The contract is usually written to cover very small tasks that can be accomplished in short time periods.

6)_____Demonstration/Performance

The demonstration/performance technique is used to teach skills through interaction between the teacher and one or more students. The activity or skill to be learned is demonstrated first as the student(s) observes. The student then performs the activity while the teacher corrects or assists. Through a series of such interactions, the student acquires the skill which the teacher has demonstrated.

7)_____Discussion Groups

Instead of imparting information directly to the students, the teacher "guides" the students by skillful use of questions to explore a subject and to discover answers. Skillful use of this technique may require special training but no special equipment or materials.

8)_____Lecture (Self-explanatory)

VI. (a)

Techniques or Methodology

Needs

List below the techniques considered desirable but not presently utilized. There may be an interrelationship between techniques and Section V - Basic Approaches, e.g., the Mott Basic Language Skills is a semi-programmed series; thus, methodology has been determined. Some also require the use of machines. See Section V for Suggestions.

Technique or Methodology	Year	Priority	Cost(if any)
1)			
2)			
3)			
4)			
5)			

List reasons why additional methodology, etc., is desirable:

1) _____

_____

2) _____

_____

3) _____

_____

VII.

Student Grouping

Different modes or group-sizes permit different types of interaction. Check the different types of groups you utilize most frequently in your program.

_____Individualized

_____Small Groups (5 or less)

_____Medium-Sized Groups (5 to 12)

_____Large Groups (over 12)

Student Grouping

During the coming years there is a need to try different student-staff arrangements. Following is a projection of these efforts.

Group Size	Year	Priority
1) Individualized		
2) Small Groups		
3) Medium-Sized Groups		
4) Large Groups		

Note: This does not imply approval or stressing of any particular mode. It might well be that a mix of modes, depending upon specific objectives, is most desirable.

VIII.

Evaluation

Any program should be evaluated in terms of its original objective or intent. Listed below are some techniques which permit this to happen. Check those which are utilized in your institution or permit your specific type of evaluation to be carried out.

_____ Teacher-Selected Specific Objectives for each Student

_____ Diagnostic Tests used to Determine an Individual's Needs

_____ Performance Measured in Terms of Objectives set for Each Student

_____ Records for Each Individual are Maintained by Teacher

_____ Students Informed of Progress

_____ Students Involved in Self-Evaluation

_____ Class Norms Maintained (Mean or Median).

VIII. (a)

Evaluation

Following are evaluation techniques which are not presently being used, but would tend to improve the program.

Technique	Year	Priority	Cost
1)			
2)			
3)			
4)			
5)			

Note: Some of the techniques can be achieved very simply. Lists of behavioral objectives and assessment items can be obtained from the IOX in UCLA, Los Angeles, California, for around $25.00. From this list you can develop a very satisfactory sequence of skills and employ any methodology in the teaching phase.

Diagnostic tests are available from publishers and will give varying amounts of information. An example is the Individual Reading Placement Inventory published by Follett.

Class norms can be maintained to check on program effectiveness at no extra expense if standardized tests are now being utilized.

IX.

Flexibility of Adaptability of Program

Programs which have the built-in ability to be adapted to changing needs are usually the most viable. Check the phrases which describe your program efforts best.

_____Text adaptions are for more than three years.

_____Text adaptions are for less than three years.

_____Present materials have been used for more than three years.

_____Present materials have been used for less than three years.

_____Teachers have the ability and/or authorization to select materials or make materials which are different than those provided by the institution.

_____Teachers must follow pre-set curriculum as prescribed by your institutions

_____There are many (three or more) alternative approaches; e.g., programmed, traditional and technological, available to teachers who are free to select the most appropriate.

IX. (a)

Program Alternatives

List those program alternatives presently not available which would give more flexibility in decision making by a teacher when considering students. Select from among those on Section IX.

Program Alternatives	Year	Priority	Cost
1)			
2)			
3)			
4)			
5)			

Determine cost (if any) by selecting alternatives and researching cost factors. For instance, if a test is desirable as an additional resource, secure cost details from publisher and enter total as needed.

If a curriculum designed to use machine based instruction is determined to be important,cost it out with the manufacturer and enter total (or phase it) in appropriate column.

X.

Supplies-Consumables

Supply budgets, including consumables, have been notoriously low. These materials are necessary to carry out programs and should enter into planning projections. You might include workbooks, audio and/or video tapes, duplicating, etc. Not volume by dollar expenditures.

Present Funding Level $_____

X. (a)

Supplies - Consumables

Need

A. Supplies - Paper for duplicators, pencils, pens, etc.

Type	Year	Priority	Add. Cost
1)			
2)			
3)			
4)			
5)			

B. Consumable Materials - Workbooks, paperbacks, newspapers, magazines, other expendable reading materials

Type or Title	Year	Priority	Add. Cost
1)			
2)			
3)			
4)			
5)			

XI.

Media Equipment

List those pieces of media equipment which are presently available.

Equipment Description	Number Presently Available
e.g. Overhead Projector	1

XI. (a)

Media Equipment

Needs

If there are subpriorities break out for these purposes.

Equipment Description	Number	Year	Priority	Cost
1)				
2)				
3)				
4)				
5)				

Media equipment, in the broadest sense, will include filmstrip projectors, 16 mm motion picture projectors, etc. However, one should consider technological approaches (if they are considered desirable). This may involve purchase of a machine such as the "Perceptoscope" marketed by the Perceptual Development Labs, Corporation for approximately $1600.00 or a "Craig Reader" from the Craig Corporation for approximately $250.00. It would be helpful to refer to the Clearinghouse publication, A Reading Program Resource Manual for ABE when considering mediated approaches.

XII.

Staff Teacher Resources

Availability and Skills of Teachers - Present

A. Availability (How Many?)

_____Highly Skilled ABE (or Juvenile) Teachers of Reading

_____Teachers who have some Background in Reading (3hrs. of cr.)

_____Teachers who have no Background in Reading

_____Aides Available to help with Reading Programs.

B. Staff Capability Grid (See Figure I on back of following page)

Staff needs can be handled in two or more ways. First, after looking over the blank spaces in your grid you may see the need for additional staff with special expertise or depth. On the other hand, it may point to the possibilities for staff development programs, e.g., workshop, summer sessions, etc. Perhaps technical assistance should be considered.

XII. (a)

Staff Teacher Resources

Needs

A. Additional Staff

	Category	Specific Type or Activity	Year	Priority	Annual Cost
Example:	1) ABE Reading Teacher	-Assessment & Prescription	74	1	7,500
	2)				
	3)				
	4)				
	5)				

B. Staff Development Activities

	Category	Specific Type	Year	Priority	Cost
Example:	1) Workshop	Developing Objectives	74	1	*250.00
	2)				
	3)				
	4)				
	5)				

*2 consultant days at $100.00 plus $50.00 supplies

C. Technical Assistance

	Category	Specific Type	Year	Priority	Cost
Example:	1) Consultant	Assessment Development	74	1	**500.00
	2)				
	3)				
	4)				
	5)				

*2 1/2 days at $100.00 a day **5 days at $100.00 a day

Figure 1

STAFF CAPABILITY GRID

TEACHER NAME	Diagnosis of Broad Areas of Need		Prescription Activities Specific Reading Problems of Individuals				
	Can determine needs for reading assistance for individuals with precision	Is able to select diagnostic instruments to determine individual problem areas	Knowledge of alternative programs	Knowledge of available materials	Ability to focus on and provide appropriate programs once prescription is completed	Ability to measure attainment of specific objectives	Notes

Needs Assessment Summary

This summary, when completed will project your interpretation of what an optimal program for your reading effort will be. It will result in a profile which will reflect those qualities and characteristics best suited to your situation.

When viewed as a whole, the summary may indicate costs which are unrealistic on a "one shot" approach. Thus, it is probably wise to think of development in terms of phasing. Here, one should establish a realistic program plan and keep it within the constraints which exist in your specific situation. Set priorities giving items which are the most critical the highest rating. The results will then reflect a planned programmatic approach to both program improvement and budget development.

MINI-SUMMARY

I(a) Space Requirements (Program Location)

Need	Year	Priority	Cost
1)			
2)			
3)			
4)			
5)			

II.(b) Enrollment - ABE

Increase in Students	Year	Priority	Cost
1)			
2)			
3)			

III. (b) Hours Per Week

Increase in Instructional Time	Year	Priority	Cost
1)			
2)			
3)			

IV. (b) Organization

Professional Needs	Number	Year	Priority	Cost
1)				
2)				
3)				

Paraprofessional Needs	Number	Year	Priority	Cost

V. (b) Basic Approaches

Programs	Year	Priority	Cost
1)			
2)			
3)			

VI. (b) Techniques or Methodology

Technique	Year	Priority	Cost
1)			
2)			
3)			

VII. (b) Staff Grouping

Type	Year	Priority	
1)			
2)			

IX. (b) Program Alternatives

Alternatives	Year	Priority	Cost
1)			
2)			

X. (b) Supplies - Consumables

Supplies	Year	Priority	Cost
1)			
2)			
3)			

Consumables - Description	Year	Priority	Cost
1)			
2)			
3)			

XI. (b) Media Equipment

Type	Number	Year	Priority	Cost
1)				
2)				
3)				

Mini-Summary (contd.)

XII. (b) Staff Resources

A. Staff

Type or Activity	Year	Priority	Cost
1)			
2)			
3)			

B. Staff Development Activities

Type or Activity	Year	Priority	Costs
1)			
2)			
3)			

C. Technical Assistance

Type of Activity	Year	Priority	Cost
1)			
2)			
3)			

Mini-Totals

Year	Cost
a)	
b)	
c)	

Yes	Present Yearly $ Available	Needed Increase	Budget Increase Difference
	a)		
b)	b)		
c)	c)		

Figure II

FUNDING SOURCES AND PROJECTIONS

	Local or Institutional Funds			State Funds			Federal Funds			Program $ Totals		
Gross Budget Categories	Present	Projected	Need	Present	Projected	Need	Present	Projected	Need	Present	Projected	Need
Total for Reading Personnel												
Total for Reading Materials												
Total for Reading Supplies												
Total for Reading Staff Development												
Total for Reading Space Development												
Total for Reading												